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ABSTRACT

THE DESIGN OF SANTA FE JUNIOR COLLEGE IS EXAMINED, BEGINNING WITH THE DEVELOPMENT OF AN EDUCATIONAL PHILOSOPHY. SUBSEQUENT DESIGN DECISIONS ARE BASED LARGELY UPON THIS PHILOSOPHY WHICH EMPHASIZES THE DEVELOPMENT OF THE INDIVIDUAL STUDENT AND THE FULFILLMENT OF HIS NEEDS. FURTHER, THE NEED FOR FLEXIBILITY IS RECOGNIZED AND IS AN IMPORTANT ASPECT OF THE PROGRAM. THE CONCEPT OF "HOUSES" IS DEVELOPED IN ORDER TO MEET THE VARIOUS PROGRAM REQUIREMENTS. IN THESE UNITS SEVERAL EDUCATIONAL FUNCTIONS ARE COMBINED IN ORDER TO GIVE THE STUDENT AN INTERRELATED EDUCATIONAL EXPERIENCE. SITE ANALYSIS IS PRESENTED IN DETAIL AS ARE ARCHITECTURAL PLANS AND SKETCHES OF THE FINAL PROPOSAL. THE RELATIONSHIP OF THE PLANS TO THE EDUCATIONAL PROGRAM IS REVIEWED AS BEING AN IMPORTANT PART OF THE DESIGN EXPRESSION. (RS)

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ED036126

SANTA FE JUNIOR COLLEGE
GAINESVILLE, FLORIDA

CAUDILL ROWLETT SCOTT/CAMPBELL & SALLEY
ASSOCIATED ARCHITECTS

AUGUST, 1969

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PHILOSOPHY

Santa Fe Junior College is devoted to the pursuit of knowledge and therefore, its faculty is primarily concerned with that kind of teaching that will best promote the learning process. A carefully developed platform had been adopted which has become the model for expanding teaching/learning concepts. Appropriately referred to as the Eight Points of Commitment, the college believes:

1. The student is the central focus for the process of learning.

2. Teaching occurs only when students learn.

3. Effective educational experiences will modify human behavior in a positive manner.

4. All human beings are motivated to achieve that which they believe is good.

5. Education should be an exciting, creative, and rewarding experience for the student and for the teacher.

6. All human beings have worth, dignity, and potential.

7. Experimentation and innovation are reflections of attitudes; when they are translated into practice, the process of education can be significantly advanced.

8. Traditional concepts of education (the lecture, the 30-student class, the 50-minute period, the standard textbook, the term course, the F grade, the rectangular classroom, the student desk) are suspect and in need of careful trial and evaluation to a degree at least equal to, and perhaps more than, new and innovative practices.

MESSAGE FROM PRESIDENT

The opportunity to plan a campus environment that truly reflects innovative curricular design is perhaps one of the most exciting challenges for educators. One of the most rewarding aspects of this enterprise is the opportunity to work with many dedicated colleagues and associates in the planning process. At Santa Fe Junior College, we are indebted to the concerted efforts of the faculty and students that have led to the development of these educational facilities. We are also most appreciative for the most helpful advice, guidance, and leadership provided by the Division of Community Junior Colleges and the Vocational, Technical, and Adult Division of the State Department of Education, and the outstanding professional leadership of the associated architects, Campbell and Salley, and Caudill Rowlett Scott.

In the final analysis, however, the translation of educational program into facilities that facilitate the educational program has been the responsibility of the faculty working with and through its various administrative offices. We are particularly indebted in this regard to the leadership that has been provided by Dr. Charles M. Greene, who, perhaps more than any other, has brought these plans to their present state of fruition.

Joseph W. Fordyce
President

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CONCEPTS

Santa Fe Junior College is dedicated to the concept of success. It was chartered for the provision of educational opportunity beyond high school for young people for whom existing agencies were not designed. Santa Fe has successfully responded to the challenge of providing higher education — cultural, general, and occupational — for thousands of citizens by developing new programs, new methods, and above all, a new philosophy that recognizes talent and ability far beyond that believed to exist by those holding more traditional approaches.

While offering a wide variety of courses and programs in both academic and occupational areas, the college has greatly stressed educational planning and counseling for the individual student, to prepare him for a more rewarding and more productive life. An atmosphere of innovation at the college has led to the development of an overall philosophy for Santa Fe as a "College of Success" whose primary mission is to provide a meaningful education to all post-secondary students of the region.

The story of Santa Fe during its first two years has shown that basic concepts and philosophy on which the college was founded were appropriate. Opening in the Fall term of 1966 in a building leased from the Alachua County School System, the college enrolled 1482 credit and over 1500 non-credit students. During its second year, Santa Fe had nearly a 60 percent increase in growth over the first year's enrollment, and trends indicate that such growth will continue. By the end of the second year, it became apparent that the college must seek additional temporary space to meet the demands of ever-increasing student enrollment. In June 1968, the college arranged to rent a former hotel facility to accommodate the rising numbers of students for the forthcoming Fall term.

Santa Fe philosophy places the student at the center of instructional activities. Accordingly, the goal for Santa Fe is to provide opportunity for each student to learn to examine problems, call on or acquire necessary information and skills, evaluate relationships and resolve them into satisfactory solutions. Every activity of the college, therefore, is considered of value in pursuit of student goals.

The educational offerings of Santa Fe Junior College are based upon development of the individual for a useful and productive life in a democratic society. This implies a deep faith in the worth of the individual as the most important component of a democracy. This requires the college to find appropriate programs and educational techniques to help each student discover his abilities and interests and develop them to the fullest, in line with his own goals and capacity and the needs of society.

As a comprehensive community college, Santa Fe is dedicated to a broadly based pattern of education that will provide access to the two major goals held by its students: continuation of formal education beyond the lower division level in baccalaureate or more advanced educational programs; or employment in the myriad of occupational outlets made possible through two years or less of education beyond the high school. The college seeks to assign equal importance to these worthy goals and to allocate its resources in ways equally applicable to either of these major alternatives. The college does not believe, however, that these major choices present a dichotomous situation to the student; indeed the institution believes that general and liberal education, the central focus for the "transfer" decision, and occupational programs and courses, the central focus for the employment decision, are totally related and

often synonymous. One student's general and liberal education may indeed have major occupational and vocational preparation implications for another; obversely, vocational education may provide for some students the most valuable of liberalizing experiences.

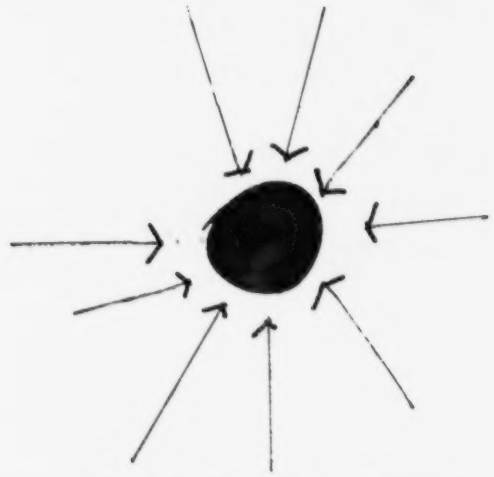
The curriculum provides all degree-bound students with common learning experiences designed around their resources for living in a complicated world. These experiences are considered uppermost regardless of the educational or vocational plan of the individual student and are designed to provide opportunity for an introduction and examination of the common problems of living appropriate to his level of maturation.

Beyond the common program, a gradual process of specialization begins. Referred to within the curriculum as core experiences, these courses and other methods introduce the student to an area of specialization, either educational or vocational. Within the arts and sciences programs (the transfer syndrome), the student chooses from a wide array of courses over a broad field to round out the requirements of the pattern of general education required for successful transfer to four-year colleges and universities. Within each major occupational field (health, business, trade and industrial, engineering, public service, behavioral sciences), a core of educational experiences permits the student to gain expertise in a broad array of skills common to all facets of that occupational area.

A third component of the curriculum, the specialization area, provides specific training with great emphasis upon practical application. Here the college is guided by requirements of licensure, certification, and the demands of occupational associations of various kinds whenever these are applicable. In addition, careful analysis of the role of the beginning worker in a particular occupation is made to determine the basic requirements for successful entry. Obviously, the specialization component of the curriculum, in comparison with the "common" and the "core" requirements, varies from occupation to occupation. In some instances, it is believed that these requirements can be met in one or two highly specialized courses; in other areas, requirements seem to demand up to one-quarter or even one-third of the student's total two-year program.

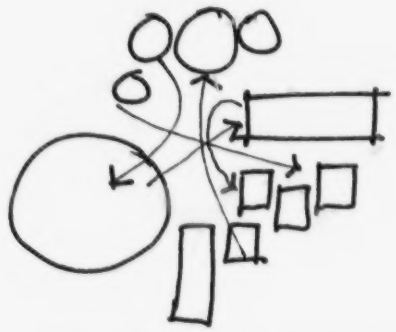
Santa Fe also recognizes, however, that many citizens of its region will be unable or unwilling to complete the total program. For this reason, the college has been dedicated to a vertical flexibility that permits any student, hopefully after counseling, to select any part of the program as his own particular starting place. Many students will need or want only one or more highly specialized courses to learn, to renew, or to improve skills in a particular job situation. Others, highly successful in their chosen occupation, will want to take courses which for them satisfy their yearning for general and liberal education. The college has been particularly successful in encouraging disadvantaged students to consider entry into post-secondary education by providing laboratory and practical experiences to expand the student's frame of reference on the basis of which he can make a more adequate educational and vocational choice.

The organizational pattern of the college is likewise designed to fit its mission. Basically, a functional approach has been adopted that allows each officer of supervision and administration to be dedicated to the provision of his contribution toward the kind of education herein described. Counselors and teachers, organized basically into "houses," are supported by supervisory and administrative personnel who have specific expertise and responsibility in the areas of counseling, teaching, and curriculum development. Departmental and divisional organization on the basis of subject matter has been eschewed so that specific attention can be given to the learning process. Major college officers within this concept, working with the respective vice-presidents, are deans for counseling, for instruction, and for curriculum planning.



THE HOUSE, THE GENERAL LEARNING SPACE, IS THE FOCUS OF THE COLLEGE.

DESIGNED TO PROVIDE MIXING AND INTERACTION OF STUDENTS AND PROFESSORS, THE HOUSE IS THE PHYSICAL MANIFESTATION OF INTEGRATED CURRICULUM.



ALL SPACES WITHIN THE LEARNING ENVIRONMENT SHOULD BE INTER-RELATED.

The physical plant planned for the permanent campus likewise reflects the concept of the centrality of integrated learning. The central focus is upon a general learning unit, referred to as a house, where common learnings for all students may be obtained. Within this concept, almost any number of diversified curriculums and educational objectives can be accomplished within the center. An attempt has been made to synthesize all programs and curriculums so that a good portion of classes can be provided within the house as the learning center. Only those highly specialized laboratories that could not be readily accommodated within the general learning center will be located apart from the house.

The house becomes home base for the student at the college. It is in the house that he finds a whole smorgasbord of educational offerings from which he may make his selections. He leaves the house only for intensive specialized laboratory experiences, located conveniently and equally accessibly to students from each of the houses.

The house concept is based on five beliefs:

1. The student is capable of becoming responsible for much of his own learning and growth. A large amount of total space has therefore been made available for individual and small group learning. The concept also implies that faculty and staff are easily available to assist students in the pursuit of their educational goals. This belief requires that student study spaces, classrooms, seminar rooms, conference rooms, and faculty offices be interrelated so that formal and informal encounters of faculty and students become commonplace.

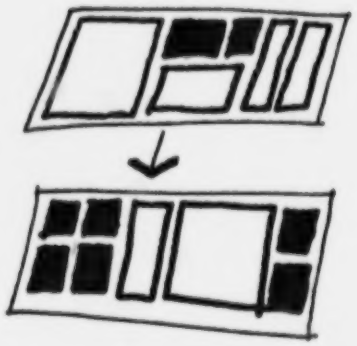
2. Technology can assist in the instructional process, but it does not produce learning. Human ingenuity and student willingness are the baselines of learning. Technology,

however, can relieve much of the present mis-spent effort in instruction and much of the drudgery for students and faculty. As a resource for rapidly changing learning tools, technology requires a physical setting where many different kinds of teaching devices must be accommodated: listening stations, programmed material, and live studio productions.

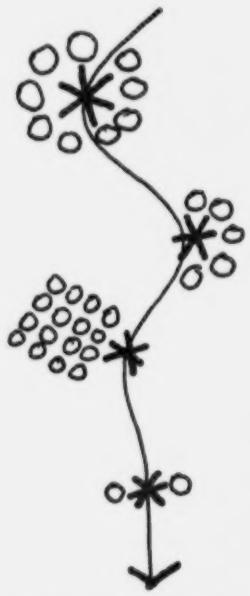
3. Facilities should not be an obstacle to staff creativity and innovation. Educational practice tends to move toward small learning groups for demonstrations and lectures; but educational practice is not static. A college committed to innovation and experimentation must have facilities designed where there is a high degree of flexible and changeable space. Facilities must be able to adapt to changing educational trends and not remain stationary, forcing educational practice to adapt to the space available. The facilities included in this project have spaces designed in a manner to permit great flexibility in scheduling varying sizes of groups, and in modifying the space itself as educational practice changes.

4. As curriculums change at a rapid rate, some present program areas will become obsolete. For this reason, educational space has been designed so any attempt to specialize space will be discouraged, especially when it cannot be utilized effectively through educational change.

TECHNOLOGY SHOULD IMPLEMENT THE INSTRUCTIONAL PROCESS.



A FLEXIBLE EDUCATIONAL PROGRAM REQUIRES CHANGEABLE ARCHITECTURE.



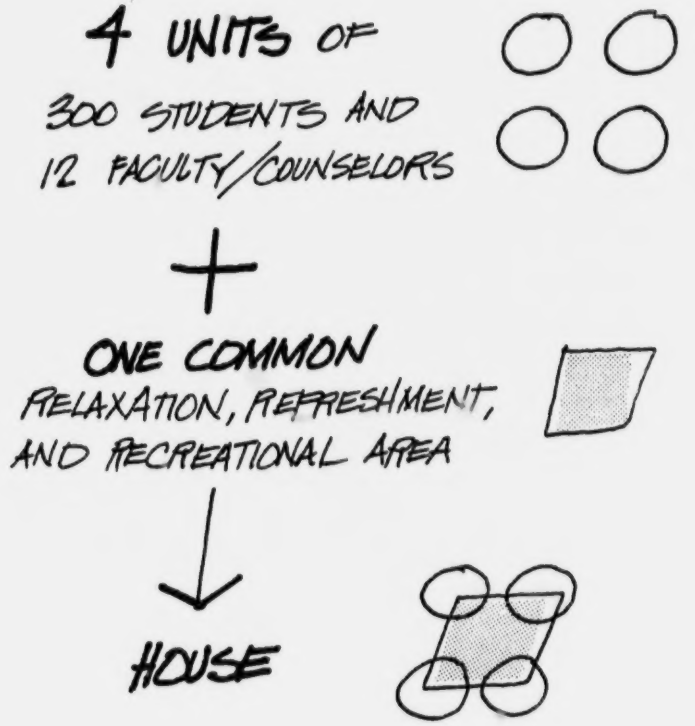
LEARNING TAKES PLACE IN A **VARIETY** OF SETTINGS.

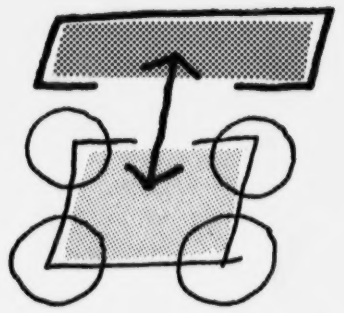
5. Human learning takes place in a variety of settings, through social interaction and informal encounters with peers and faculty as well as in classes, in lecture rooms, and in the library. For this reason, attention has been given in planning the house for provision of small, informal, comfortable, and attractive locations where students can meet informally with each other or with faculty members. Implementation of this concept creates an environment where the student has a near-complete educational environment. A house, both as an organizational plan and as a physical entity, will be sufficiently equipped with human talent and materials for instruction to be virtually self-contained. Within its walls, a student can find a full pattern of educational offerings, regardless of his occupational or educational goal.

The function of a house is learning, and each is considered to be a learning laboratory of the most sophisticated sort. The House Director works directly with the Dean for Instruction and the Dean for Counseling to provide the best possible resources and atmosphere for the teaching-learning situation. The house, both physically and administratively, is divided into four units. Each unit is primarily a grouping of teachers and counselors who can work, study, and assist each other to forward solutions to important and intricate problems of education. The student will not be limited to the resources of a particular unit. Rather each will have the full resources of the "mini-college" contained in the total house.

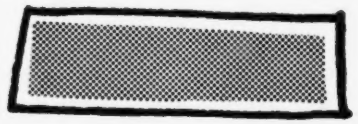
The provision of spaces for recreation, relaxation, and refreshment will provide students the opportunity to seek identity as individuals and to promote important informal encounter situations. An important portion of education at Santa Fe is the attention given toward developing favorable attitudes and understandings of the roles of individuals in a changing environment. To this end the space in the house is committed.

For reasons of economy, the implementation of a completely self-contained house is not possible. The design of the campus, therefore, reflects the decision that certain facilities which cannot reasonably be duplicated must be equally available to students from all houses. These include shops and laboratories needed to satisfy specialized demands of educational or occupational progress. The laboratories and shops planned for the Santa Fe campus are considered to provide the setting for the more highly refined and activity-involved procedures so necessary for an effective education.





SPECIALIZED AND GENERAL FACILITIES ARE RELATED TO PROVIDE A TOTAL EDUCATIONAL ENVIRONMENT.



SHOPS AND LABORATORIES PROVIDE SPECIALIZED FACILITIES.

THE EMPHASIS IS ON THE GROWTH OF THE INDIVIDUAL.

It is assumed that for many students the laboratory and shop experience will be the only opportunity for the college to provide meaningful education. Therefore, shops and laboratories are placed near houses and other facilities. Their visibility on a day-to-day, hour-to-hour basis will help all students recognize that they indeed are "occupational" students, that introduction to the world of work is a primary ingredient of all successful education, and that work at all levels can be as enjoyable as it is necessary.

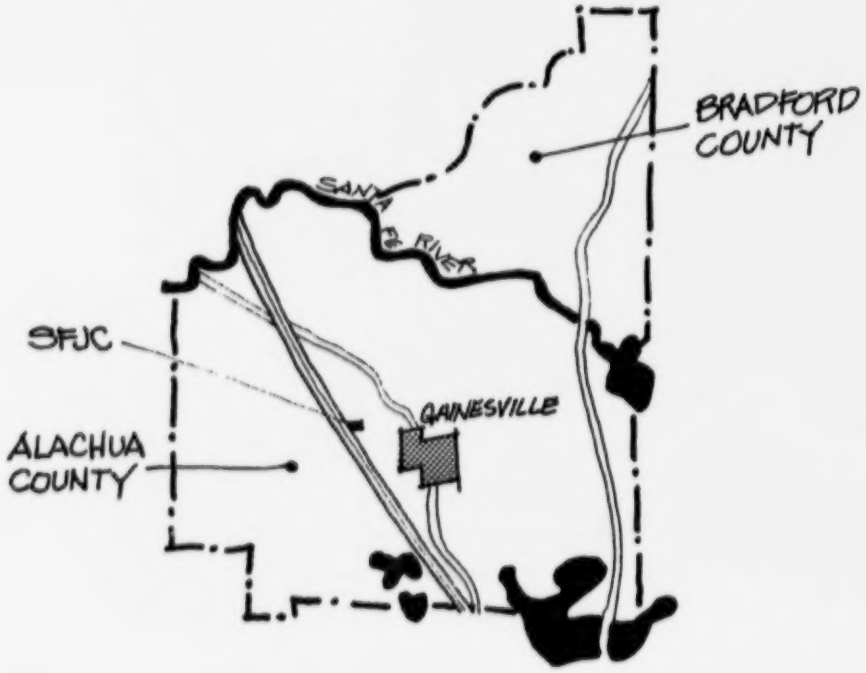
In its curriculum, physical plant, organization, Santa Fe recognizes that "man does not live by bread alone." The college rejects the concept that narrow skill training can satisfy either the individual or the society of which he is a part.

To the contrary, an integrated, cohesive education can provide him with the background for adjusting to changes initiated by his own maturation throughout life or those imposed upon him by a dramatically developing culture. In sum, Santa Fe plans a learning atmosphere where the individual will continue to grow and make marked contributions, both on and off the job, to the further development of an educative society.

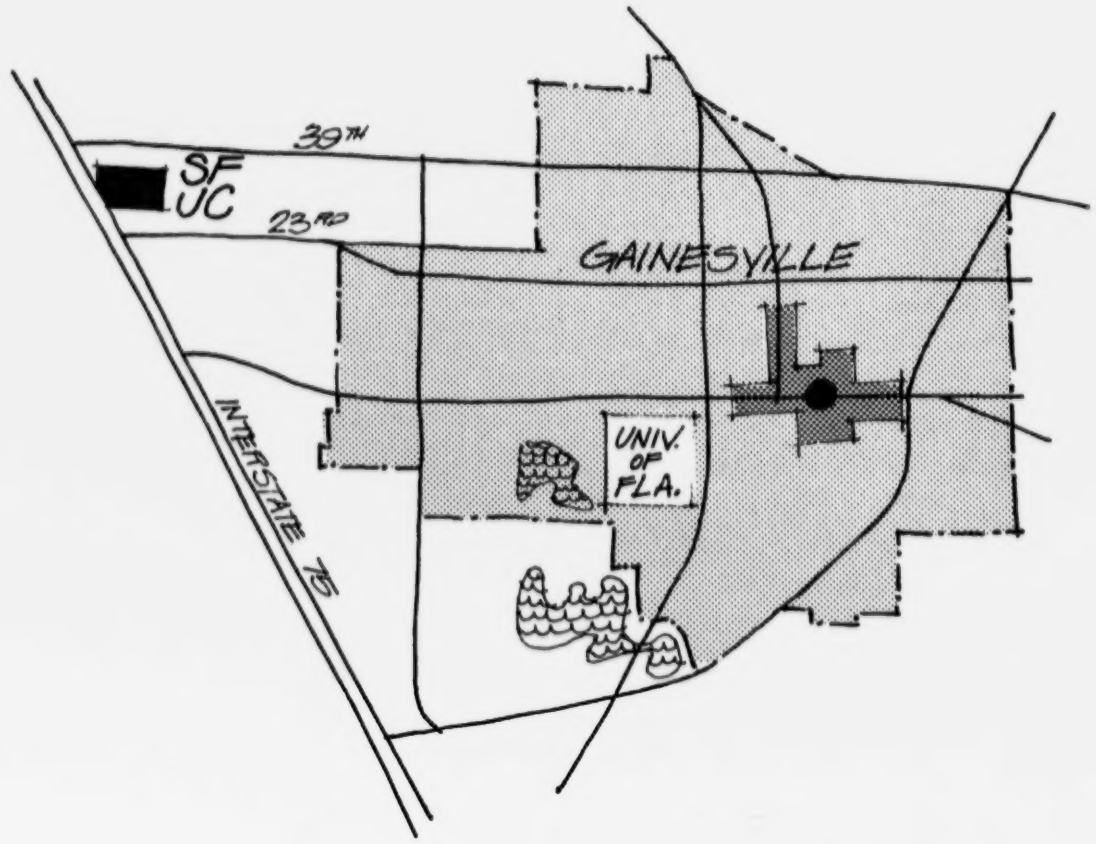
THE SITE

The site consists of some 115 acres of wooded, rolling land in Alachua County located west of the City of Gainesville, immediately east of Interstate 75 and between Northwest 23rd and 39th Avenues. This land, a gift from Haufler Brothers, Inc., has a topography which is easily adaptable for landscaping required to create a campus which will be an inspiration to the student body and faculty and a source of pride to the residents of Alachua and Bradford Counties.

Clusters of pines circumvent the northwest portion of the site and dense groupings of moss-covered oaks define the central and southeast sectors. Scattered throughout the open areas of the site are solitary pines 50 to 70 feet tall.

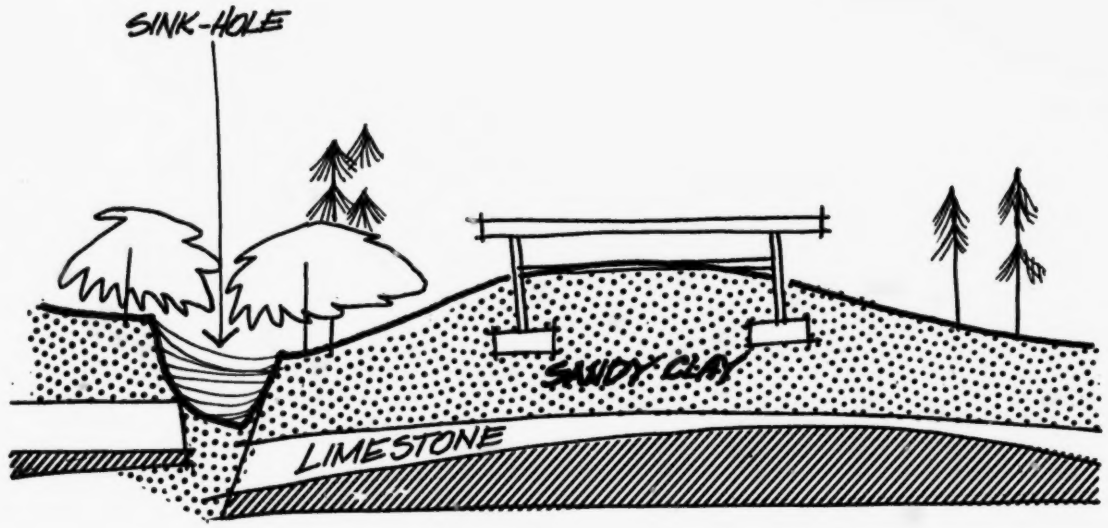


SFJC SERVES BOTH ALACHUA AND BRADFORD COUNTIES



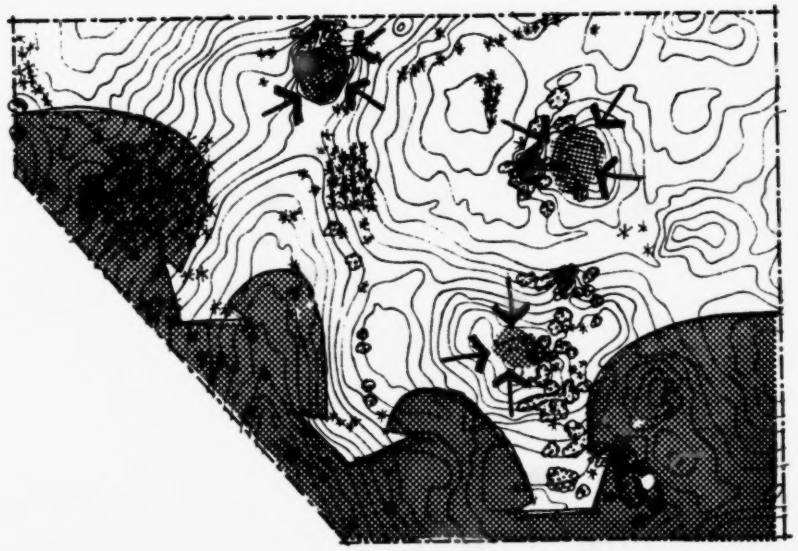
The soil, a fast-draining sand with extensive turf coverage, overlies a sandy clay sub-soil which rests on a limestone base. In one area, faults in the limestone resulting in visible surface sink-holes are observable. These faults, common to and native to the North Central Florida region, fortunately do not cover an extensive area and present no limitations to building locations.

Soil bearing conditions dictate special building foundations, spread footings, and limit the building area to the higher portions of the site. The central area of the site has the deepest coverage of sandy clay, and provides optimum conditions for major construction.

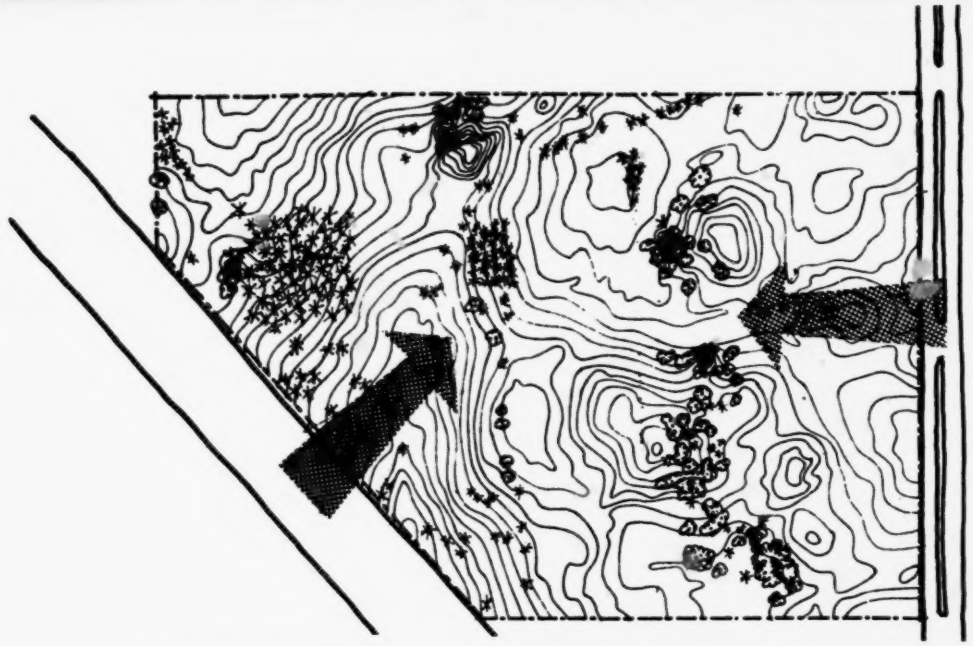


SOIL CONDITIONS REQUIRE SPECIAL BUILDING FOUNDATIONS.

The site drains well, with most surface water draining to the south, where it is picked up by the Interstate 75 drainage system on the southwest. Some water, basically from the east and east-central portions of the site, collects in the sink-holes, where it gradually percolates into the earth. Because of the slow lowering of water in the sink-holes, a minimum amount of site work is necessary to avoid residue build-up on the sides of the sink-holes.

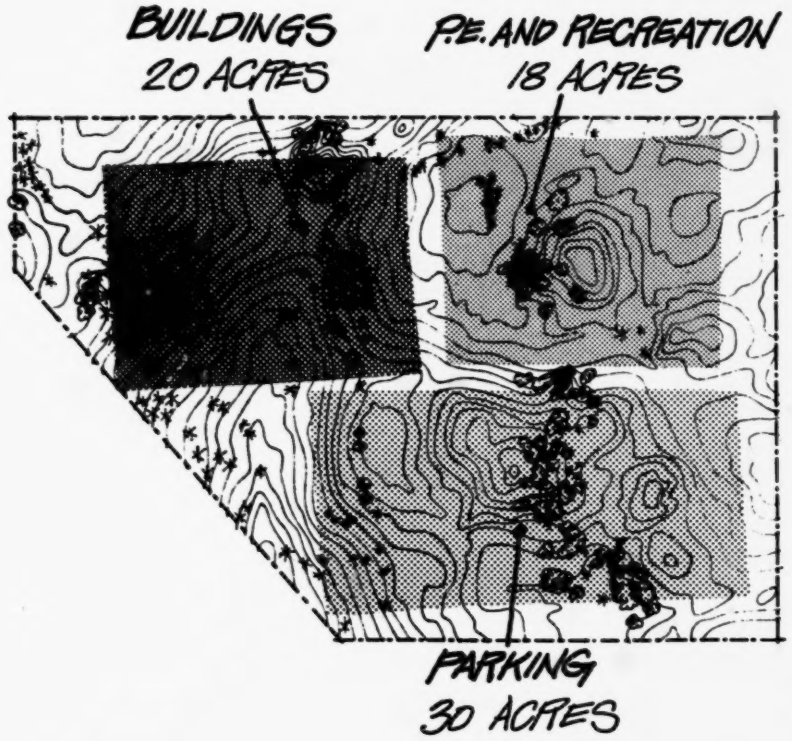


SURFACE DRAINAGE IS TO THE SOUTH, WITH SOME WATER DRAINING THROUGH SINK-HOLES.



THE VISUAL IMAGE OF THE COLLEGE WILL BE FROM THE EAST AND FROM INTERSTATE 75.

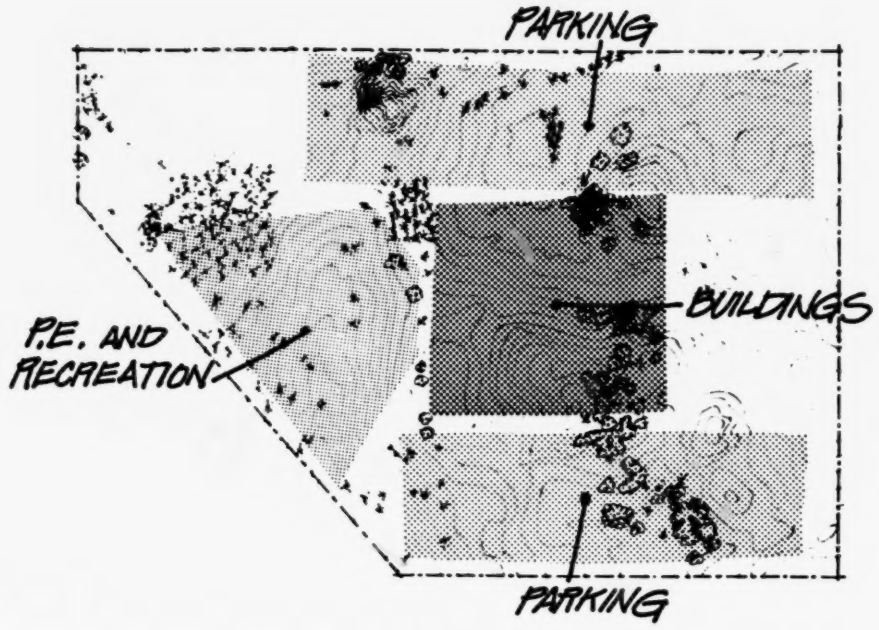
The visual image of the college with regard to adjacent areas and roadways will be primarily from the southwest and the east. Existing tree formations and topography open vistas from these directions to the central high portion of the site to preserve these views. The areas on the east and adjacent to Interstate 75 will be maintained as green areas. The natural opening of the trees in combination with the buildings on the higher portions of the site will result in a highly visible, aesthetically pleasing campus.



Area requirements from planning studies show that the majority of the site will be needed for the three basic divisions of land use: 20 acres for buildings and their immediate area, 18 acres for physical education and recreation play fields, and 30 acres for parking – a total of 68 acres from a site of slightly less than 115 acres. Because of the natural beauty of the site, as much of the existing land and tree forms will be retained as possible.

The actual site utilization plan has been developed to blend the educational and environmental goals of the college with the physical requirements dictated by the topography of the site.

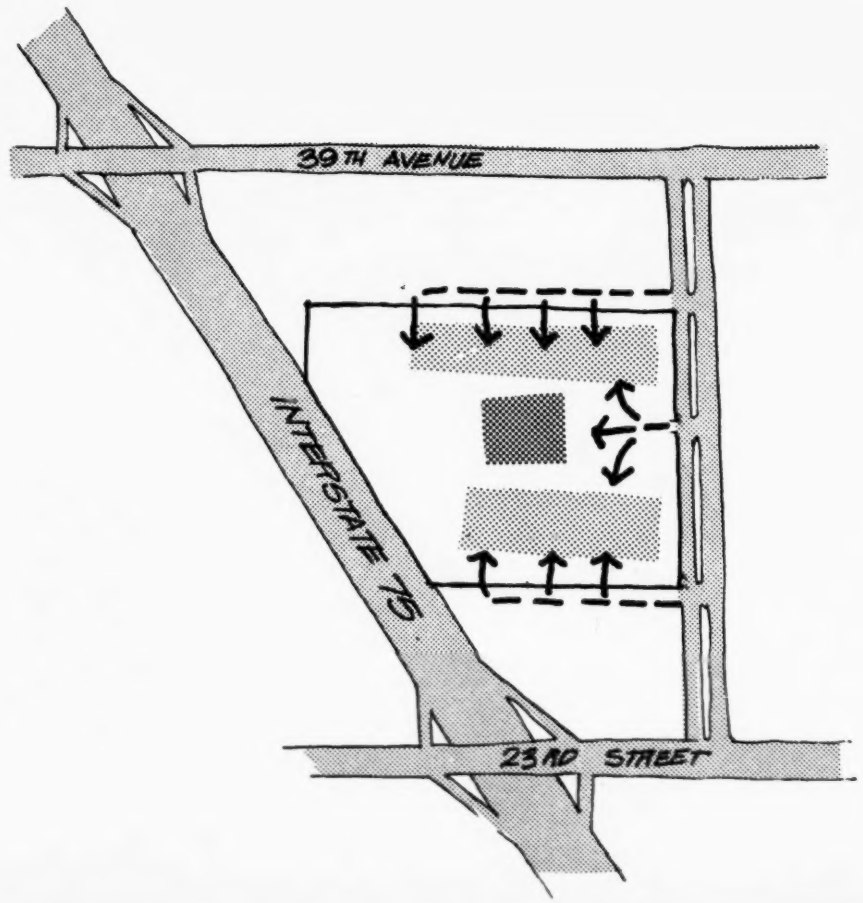
Major building construction will be in the central area of the site. This plan is in accordance with the dictates of soil conditions, a desire for physical unity among building elements, and the planners' suggestion of open views to and from the campus. Physical education and recreation play fields will be on the west. This arrangement will allow the retention of the natural turf and wooded character of the site now visible from Interstate 75 and will develop maximum usage from a portion of the site which is least accessible to vehicular service. Parking will be on the north and south perimeters. These areas not suitable for major construction are convenient to the building area, and effectively utilize natural plant screening to reduce the community college " parking lot" image to a minimum.

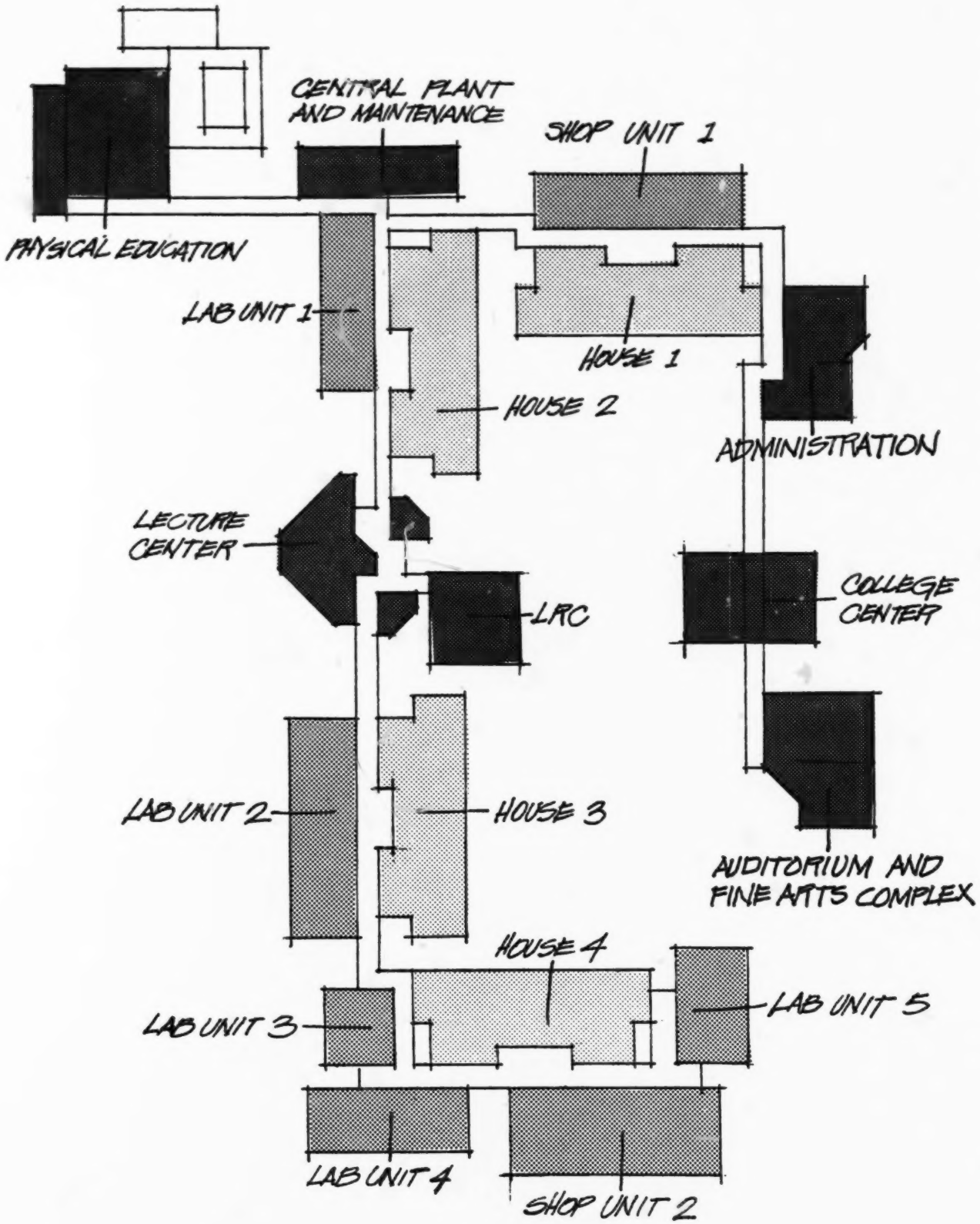


A four-lane median-divided roadway will connect 23rd and 39th Avenues and provide ingress and egress to the east side of the site. Two-lane frontage roads will be constructed along the north and south boundaries of the property and will provide access to major campus parking areas and service vehicle entrances.

Utilities are available on the north, east, and south perimeter of the site, and can be brought into the campus from any of these directions.

Tie-in to sanitary sewer is available on the southwest boundary with the main line running parallel to Interstate 75.



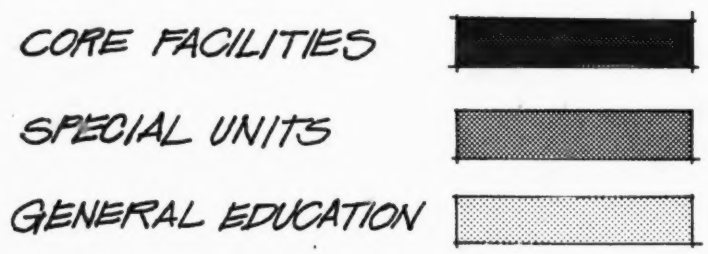


THE PLAN

The academic houses are the focus of the campus and are centrally located in the interior of the building area. They are closely related to the core facilities which include the Administrative Center, Learning Resources Center, Lecture Center, and the Auditorium and Fine Arts Complexes. In addition to being centrally located for easy student access, the core facilities are also located on the campus in areas easily accessible to the visiting public.

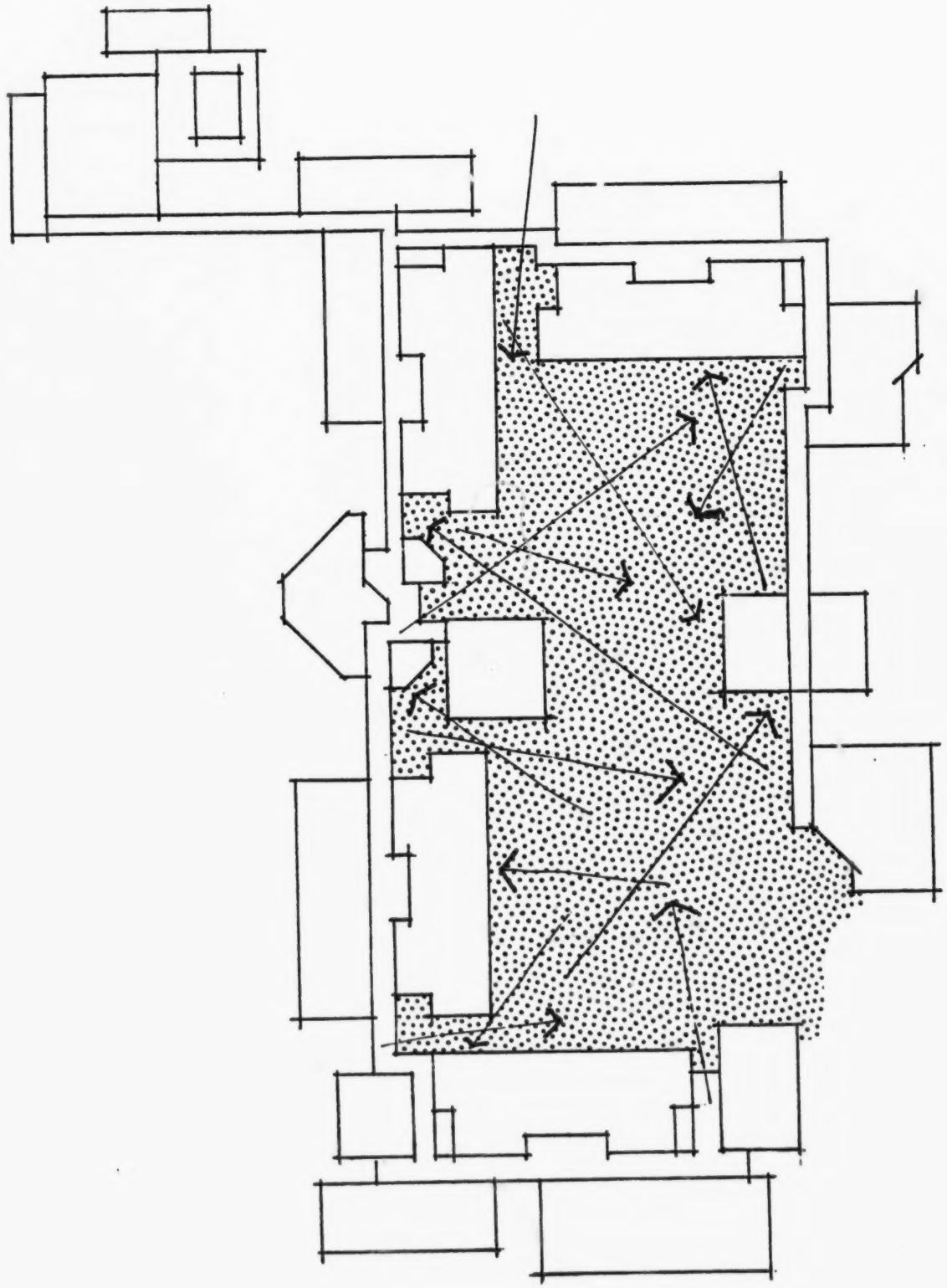
Special laboratory units are located adjacent to the houses and are architecturally related to provide a total educational environment. Those laboratories which require continued vehicular service are located adjacent to the parking areas, not only for convenience but also for efficient use of parking area as an access to service yards.

All buildings of the college are easily accessible to students, faculty, and members of the community and produce a functional integration of the educational program.

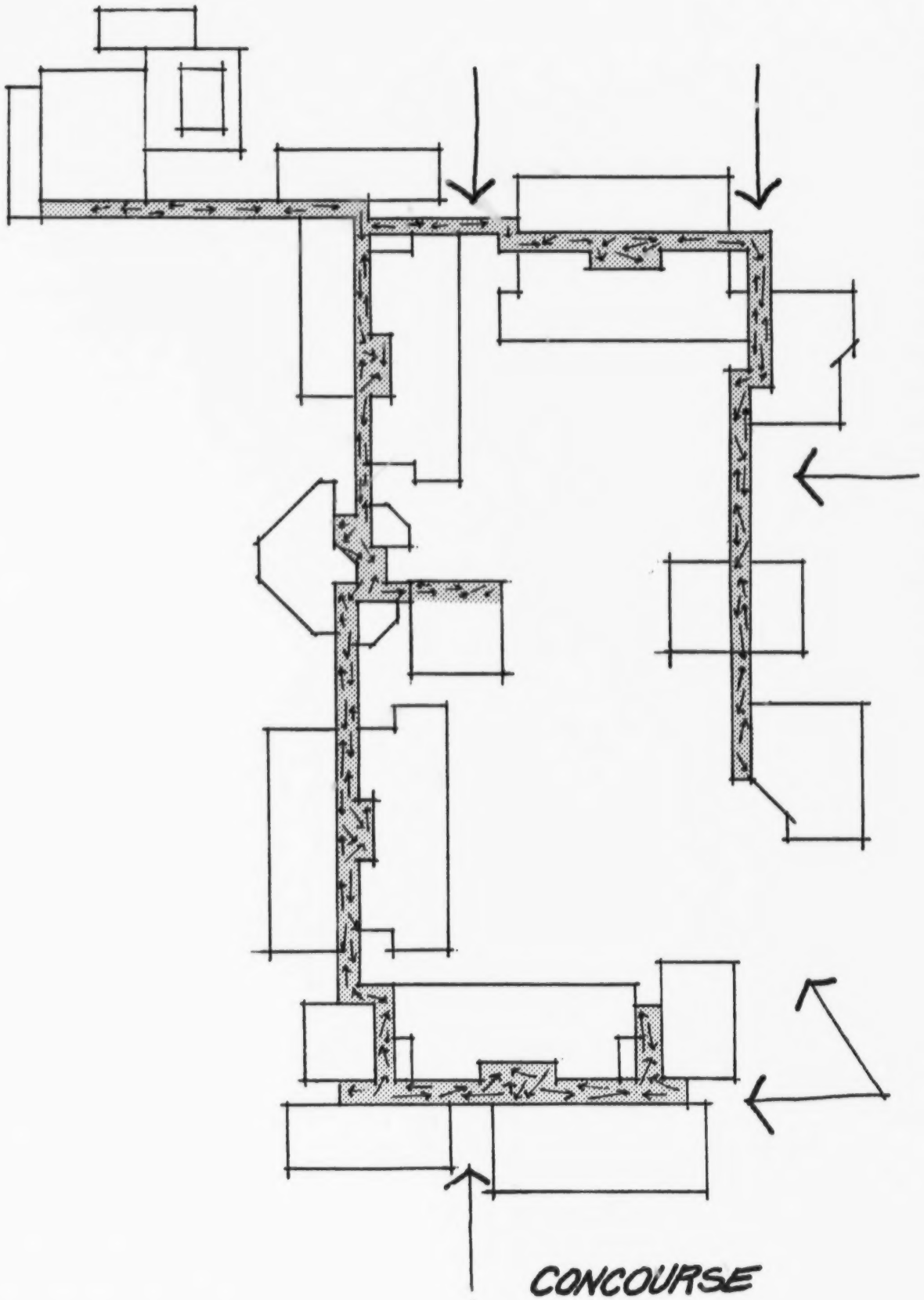


The Campus Yard is a gently sloping natural bowl, open and grass-covered. It is not a walled-off enclosure, but an outdoor space common to the entire campus and defined by the architecture of the building elements. The character of the surrounding country-side is retained, but the Yard brings a sense of openness to the pedestrian scale of the college. It provides students, faculty, and visitors a feeling of participation in the total campus. Rather than a solid focal point, the Yard is an organizational area: a place rather than an object.

Openings through the buildings permit views to and from the Yard and provide orientation not only from inside, but from outside as well. All pedestrians will have a visual awareness of the total campus.



CAMPUS YARD

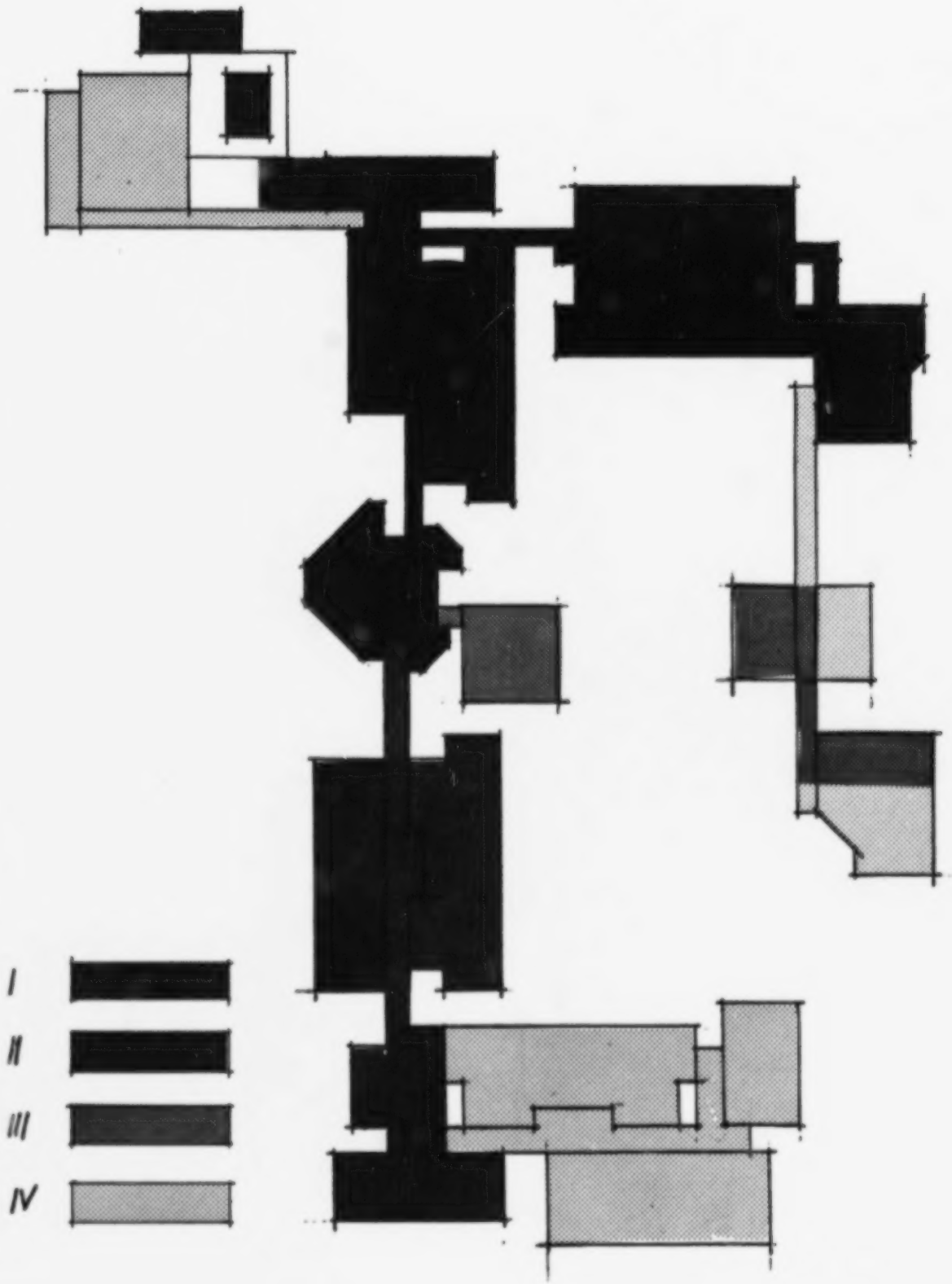


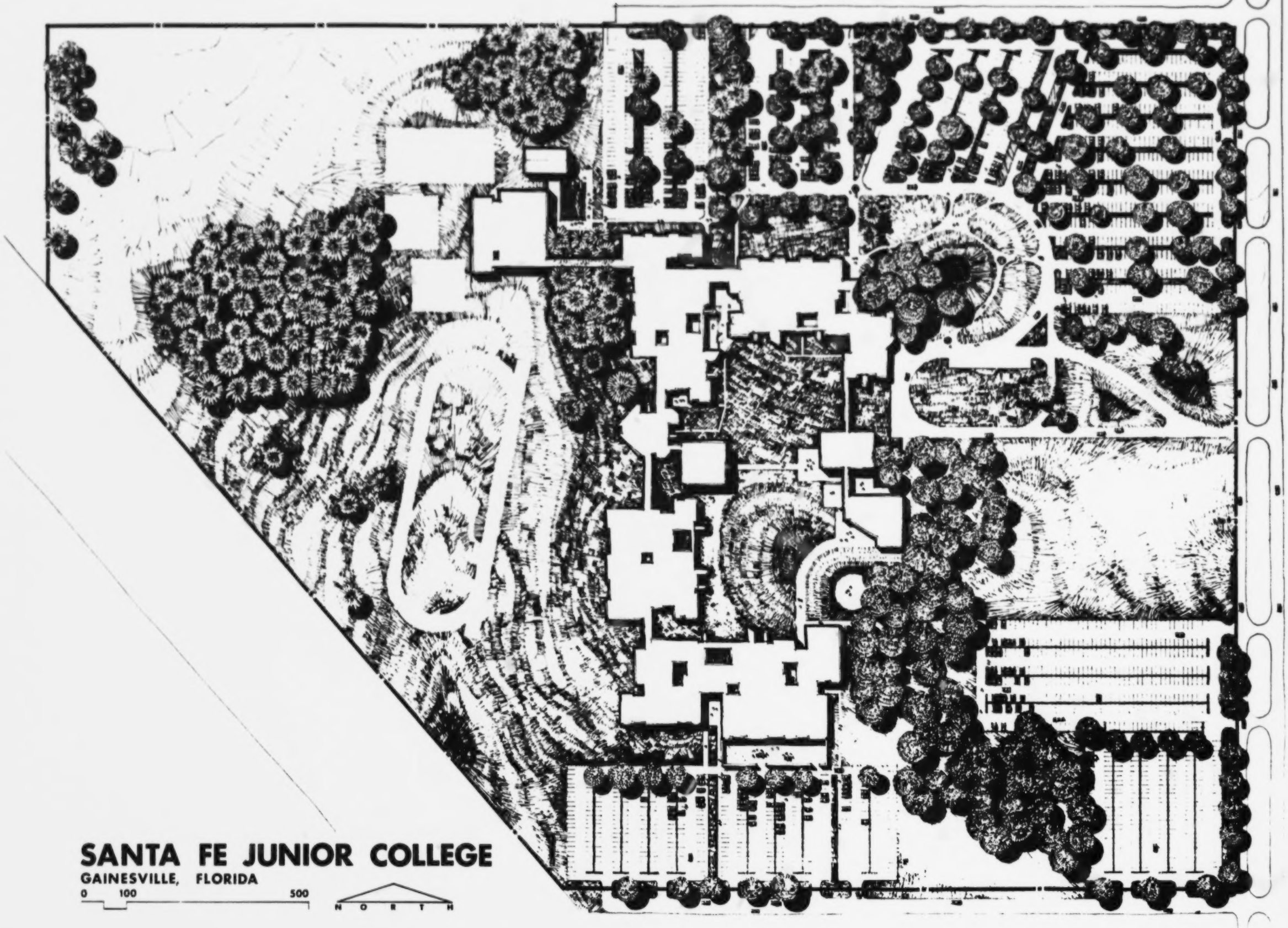
The concourse is more than a covered walkway linking all building elements with a sheltered circular passage. A continuous roof level provides physical and visual unity to building elements. Rather than an unvarying tunnel, the concourse provides variety of experience by widening, narrowing, opening, and focusing. The pedestrian, therefore, will have opportunity to view the multitude of educational activities which occur adjacent to the concourse. In some areas previously unnoticed, educational functions will be visibly and physically connected across widened areas of the concourse; the impact will serve to reinforce the concept of a total educational environment. Those parts of the concourse which are open either to or from the Yard will provide framed views into and out of the instructional areas.

Functionally, the concourse will handle most of the campus pedestrian traffic and will contain seating areas, planted areas, and locations for student lockers. Throughout the concourse will be locations for kiosks and bulletin areas for announcements.

Campus construction is planned in four phases. The first phase is scheduled to be completed during 1971-72. Subsequent phases will be completed at approximately two-year intervals.

1971-1972 Phase I	Academic Houses – 2 units Laboratory Buildings – 2 units Audio-Visual/Lecture Center* Administration Building Central Services Building Physical Education Facilities (temporary) *Phase I increment of the Learning Resources Center
Total	160,000 square feet (109,000 net)
1973-1974 Phase II	Academic House – 1 unit Laboratory Buildings – 2 units Physical Education Facilities: a. Instructional and recreational swimming facilities b. Outdoor athletic instructional space
Total	90,000 square feet (60,000 net)
1975-1976 Phase III	Learning Resources Center* College/Student Center – first increment Fine Arts Laboratory – 1 unit *This represents the Library portion and completes this building.
Subsequent Phases	College Center (completion) Academic House – 1 unit Laboratory Buildings – 2 units Auditorium Physical Education Facilities (completion)
Total	220,000 square feet (150,000 net)





SANTA FE JUNIOR COLLEGE

GAINESVILLE, FLORIDA

0 100 500

N O R T H

BASIC PLANNING ASSUMPTIONS AND DEFINITIONS

A. Maximum Enrollment – Total Campus – 5000 FTE Students

Phase 1 Enrollment – 2500 FTE Students

B. FTE (full time equivalent) for planning purposes – 15 contact or learning hours

C. Learning hour – a learning hour is one clock hour of student's work at any student station.

D. Learning hours available–

Daytime: 5 days x 8½ hours (8:00 am – 4:30 pm) 42.5 hours/week

Evening: 4 days x 3 hours (7:00 pm – 10:00 pm) 12.0 hours/week

Total learning hours available for planning purposes 54.5 hours/week

E. Auditorium Lecture sections .....300 student stations
Large Lecture Sections .....120 student stations
Medium Lecture Sections .....60 student stations
Small Lecture Sections .....30 student stations
Seminar Sections .....15 student stations

F. SS – student station – a position which is used by one student (desk, carrel, lab bench, etc.)

G. House Capacity – an FTE student is estimated to be on campus 20-25 hours per week. One common unit is estimated to have 250 students total peak at any one time. A house with four common units is expected to provide the general learning needs for an FTE level of 1250 students.

H. Utilization factors recommended for Florida Community Junior Colleges by State Department of Education have been considered in planning at Santa Fe. (In some cases even higher utilization factors will try to be achieved.) These recommended factors are as follows:

General Classrooms:	36 hours per week room use 70% student station utilization 15 square feet per station
Teaching Laboratories:	24 hours per week room use 80% student station utilization 55 square feet per station
Shop Areas:	30 hours per week room use 80% student station utilization 100 square feet per station 250 square feet per station for heavy shops

I. A breakdown of credit and non-credit program contact hours by type of instructional space is outlined below. This breakdown was used as a basis of allocating space.

Type of Instructional Space	Percentage of Total Contact Hours
Large Lecture (120 ss)	2.6
Medium Lecture (60 ss)	8.7
Small Lecture (30 ss)	32.7
Seminar (15 ss)	2.6
Lab	14.7
Individual Study	31.6
Tech. Lab/Shop	7.7
	100.0

A projected enrollment for the college is recapped in the table below.

ENROLLMENT PROJECTIONS

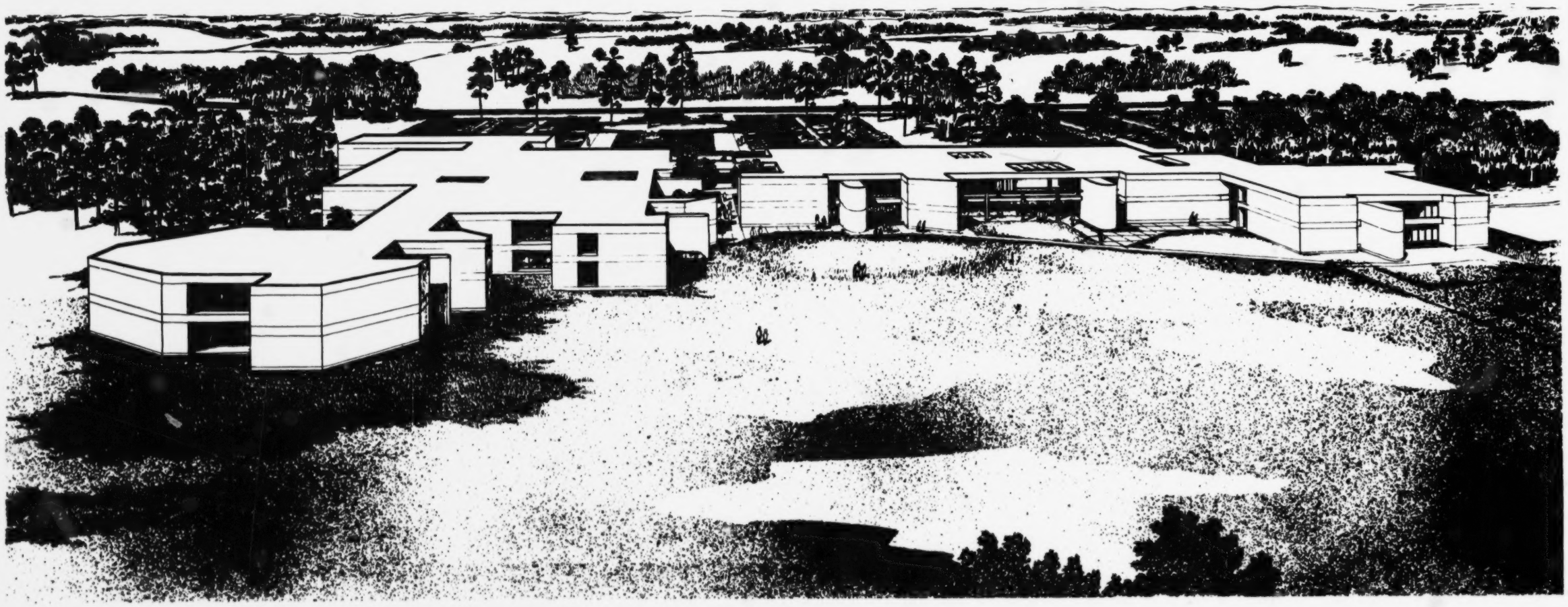
Year	FTE	Head Count
1966	1482	2224
1967	2244	3122
1968	2300	2951
1969	2592	3300
1970	2800	3600
1971	3100	4000
1972	3300	4300
1976	3900	5000
1980	4500	5800
1985	5000	6400

K. A building phasing schedule in net square feet is outlined below. The completion of phase 4 which will entail several building projects would house an enrollment level of 5000 FTE students.

BUILDING PHASING SCHEDULE – NET SQUARE FEET

	Phase 1	Phase 2	Phase 3	Phase 4	Total
House 1	27,310				27,310
House 2	27,310				27,310
House 3		27,310			27,310
House 4				27,310	27,310
Shop Unit 1	13,150				13,150
Lab Unit 1	10,450				10,450
Lab Unit 2		16,000			16,000
Lab Unit 3		16,000			16,000
Lab Unit 4				13,000	13,000
Lab Unit 5				16,500	16,500
Shop Unit 2				24,800	24,800
Lecture Center	8,360				8,360
College Center	17,270				17,270
Student Center				31,000	31,000
Fine Arts & Theater			16,000	12,000	28,000
Learning Resources Center			39,000		39,000
Physical Education				32,200	32,200
Central Plant & Service	5,850			2,000	7,850
Total Net SF	**109,700**	**59,310**	**55,000**	**158,810**	**382,820**

DD PACKAGE

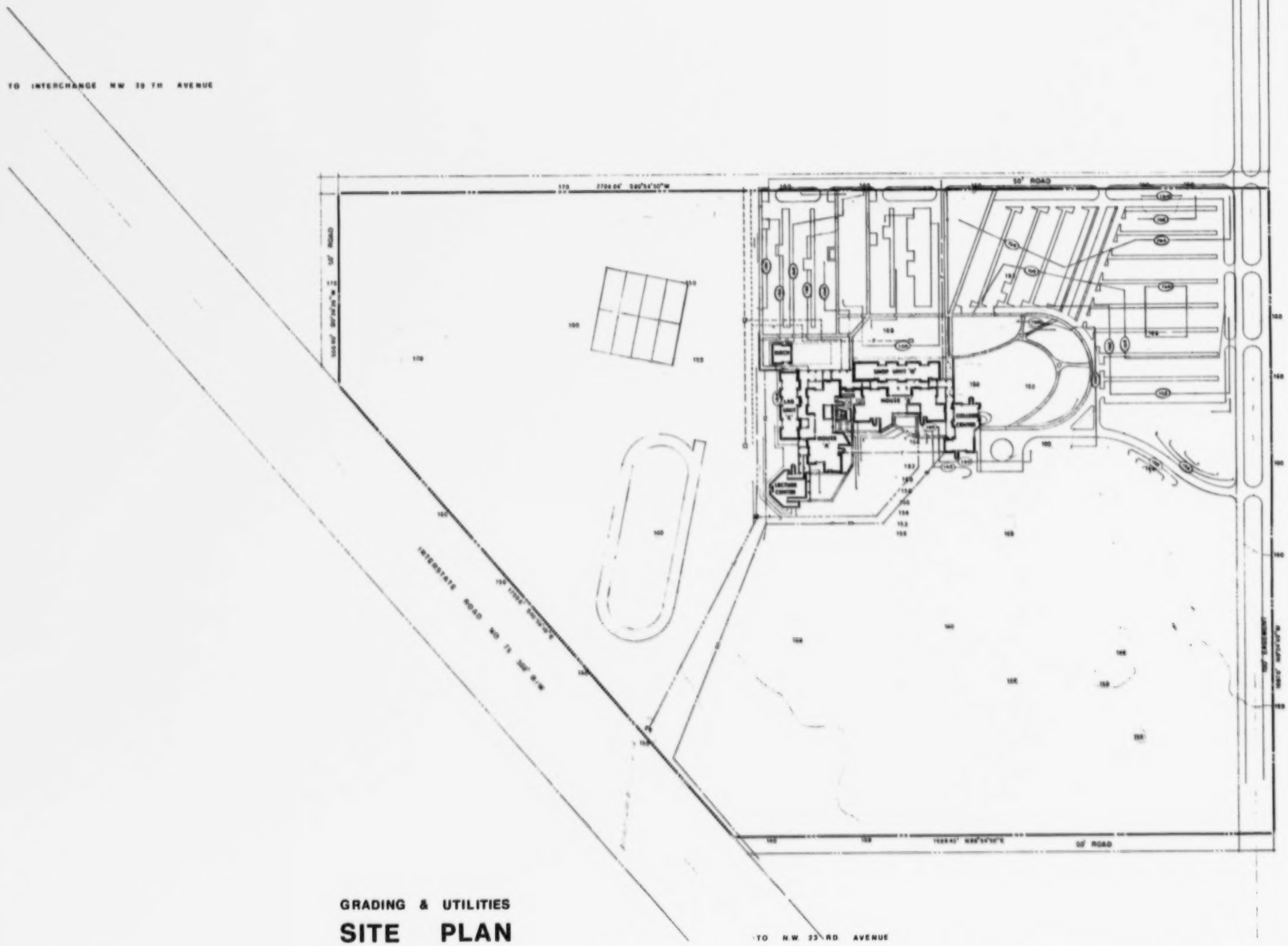


DESIGN DEVELOPMENT PHASE

SANTA FE JUNIOR COLLEGE

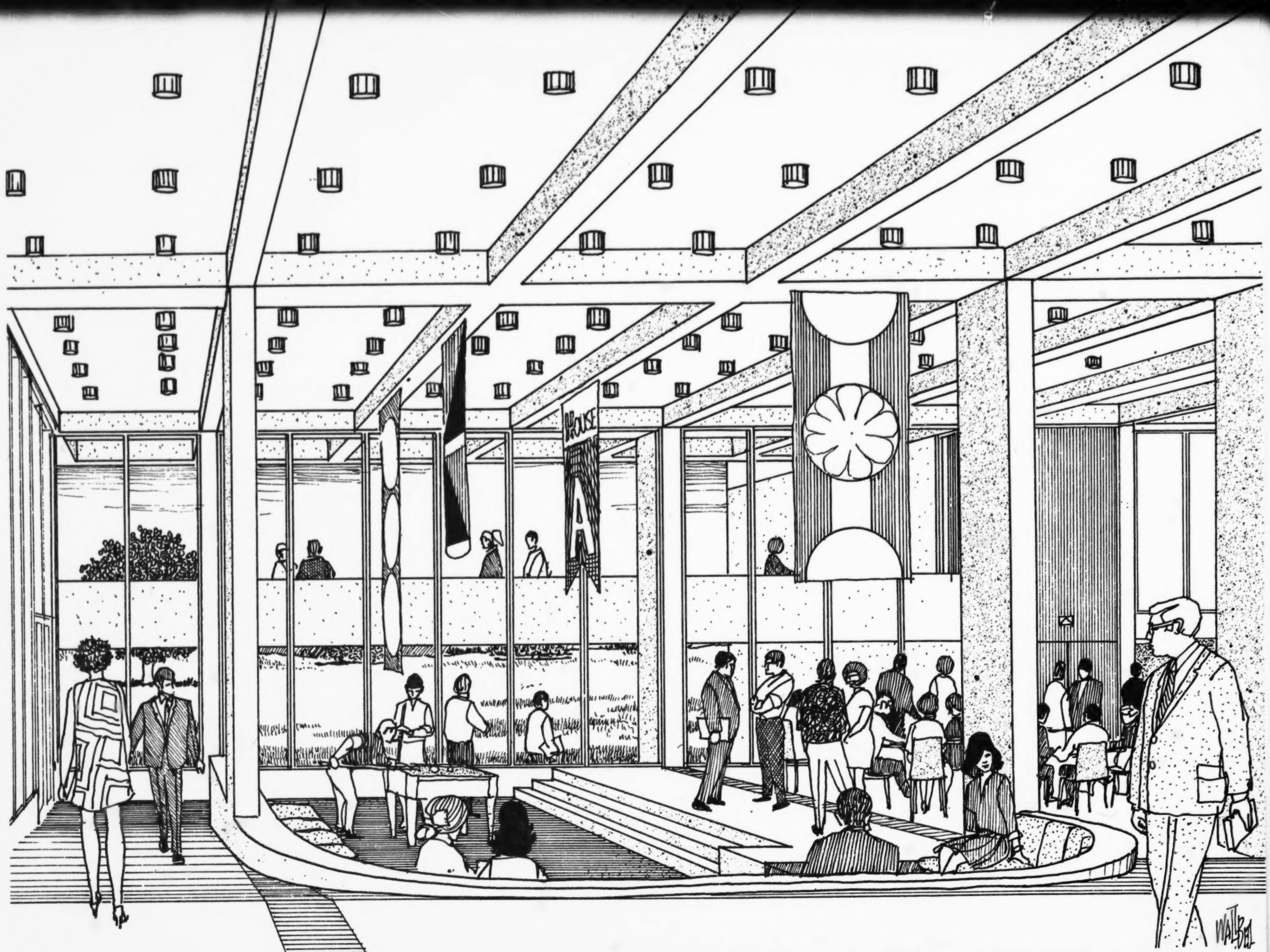
GAINESVILLE FLORIDA

CAUDILL ROWLETT SCOTT
CAMPBELL & SALLEY
ASSOCIATED ARCHITECTS

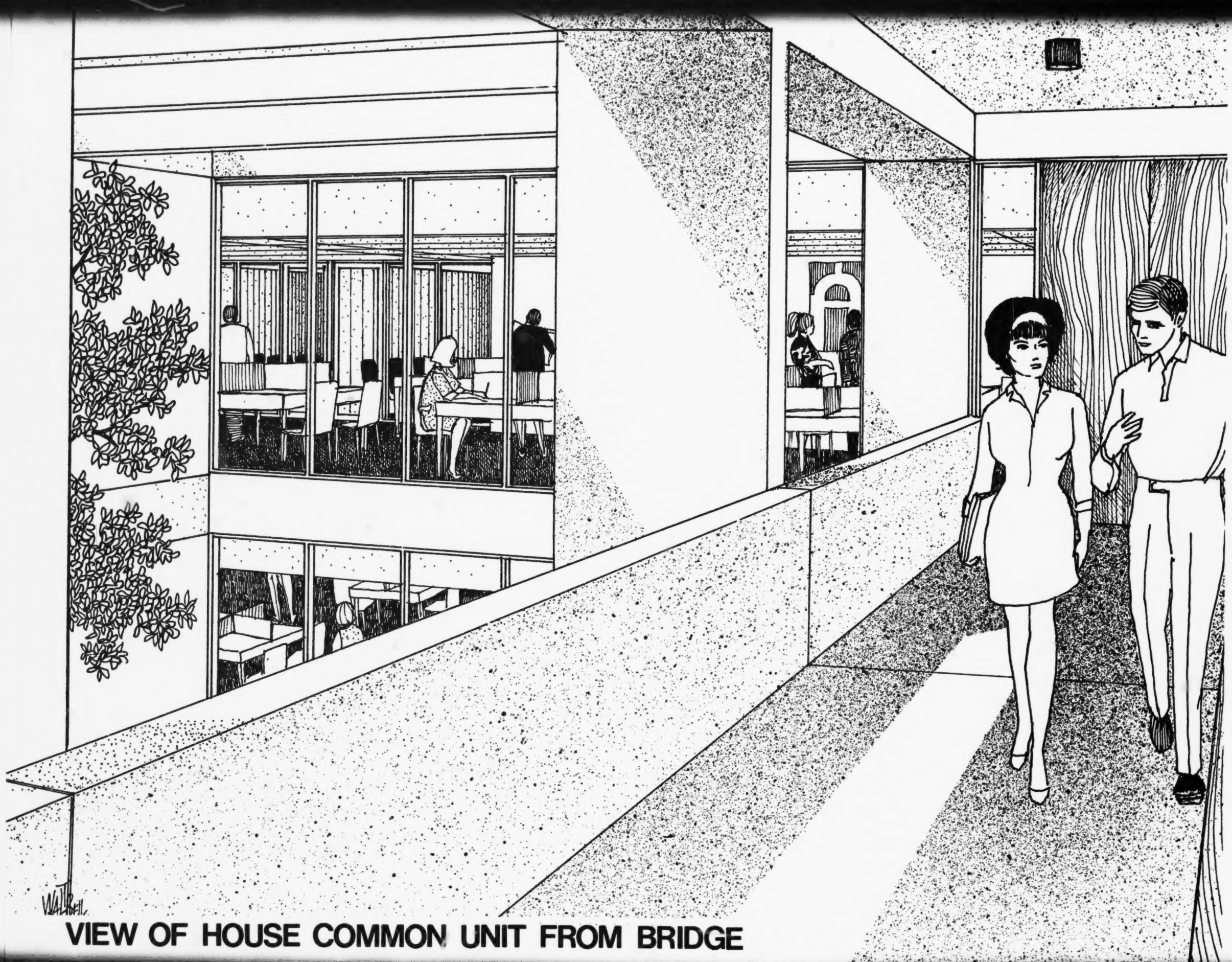


GRADING & UTILITIES

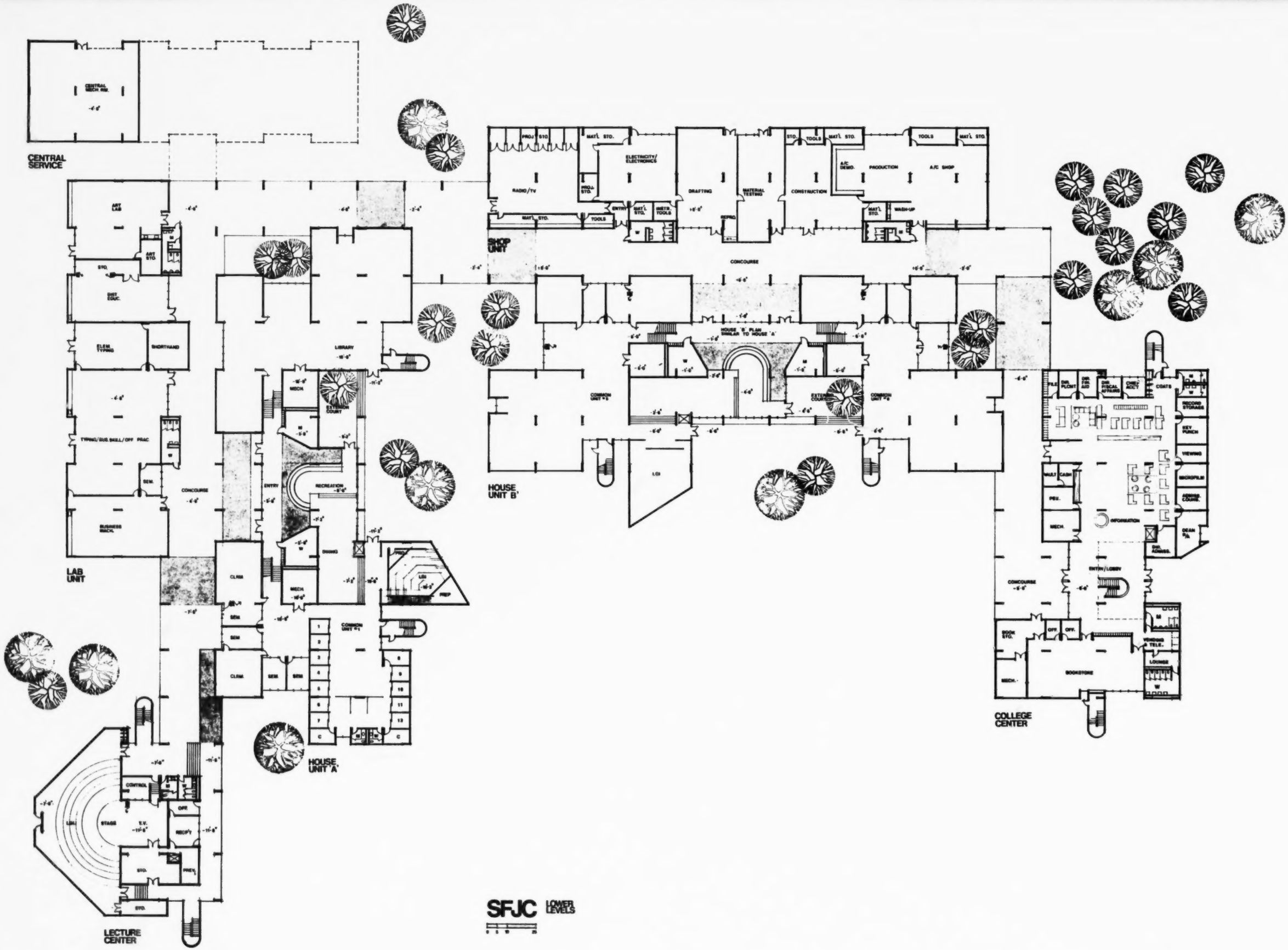
SITE PLAN



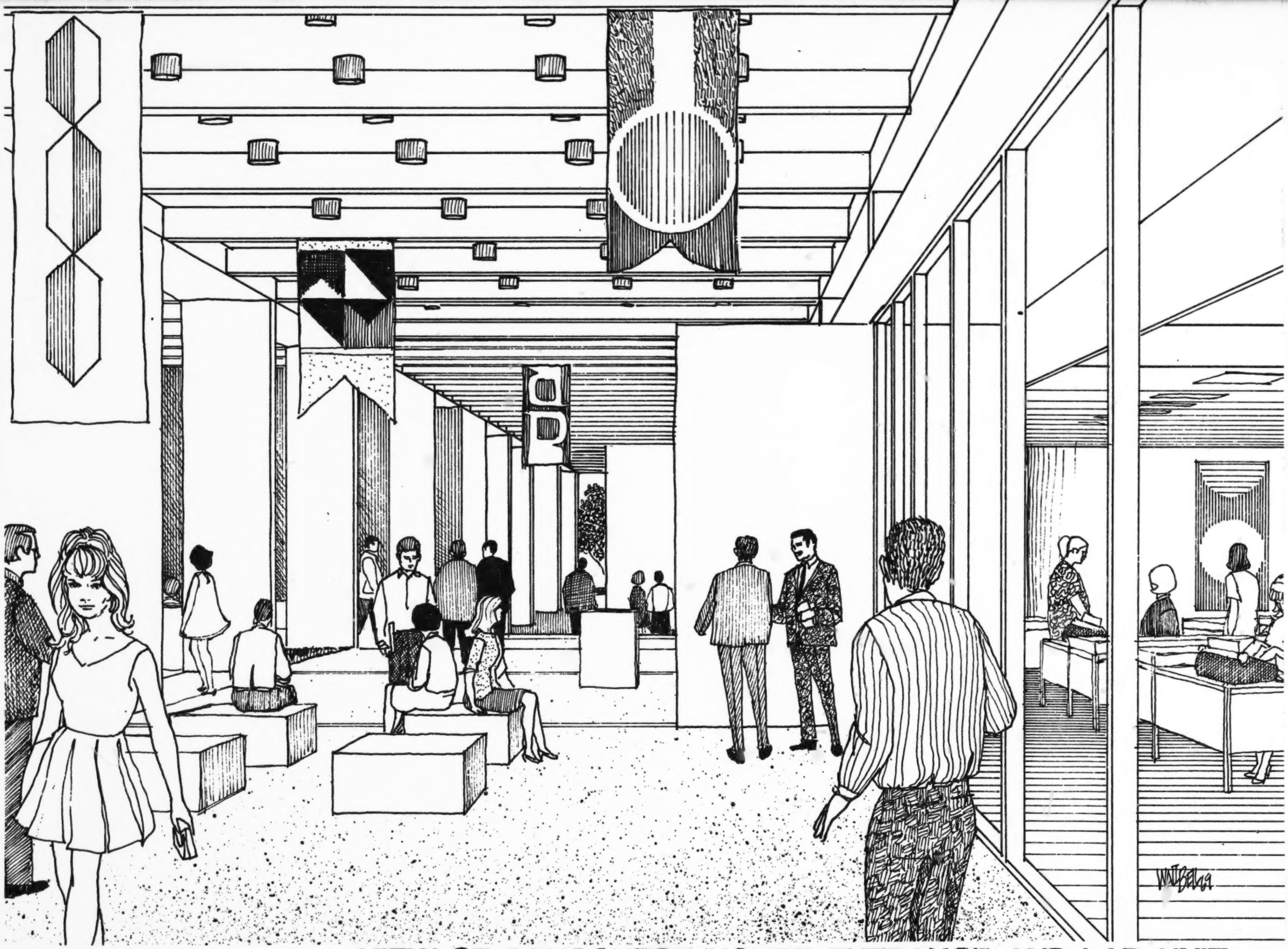
VIEW OF HOUSE - LOBBY/RECREATION AREA



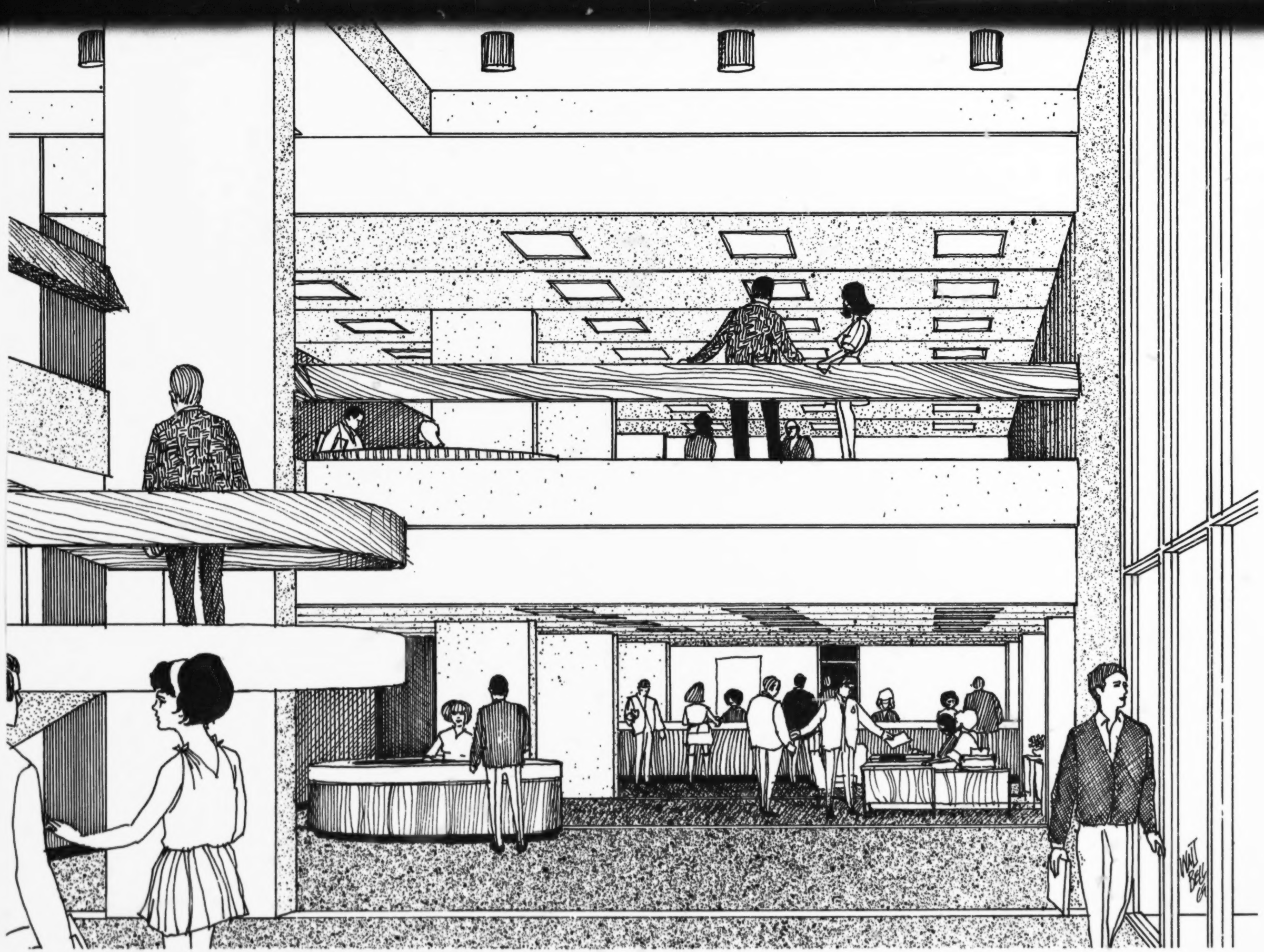
VIEW OF HOUSE COMMON UNIT FROM BRIDGE



SFJC LOWER LEVELS



VIEW OF CONCOURSE, HOUSE ENTRANCE AND LAB UNIT.



VIEW OF COLLEGE CENTER–LOWER LEVEL

CENTRAL SERVICE

SHOP UNIT

LAB UNIT

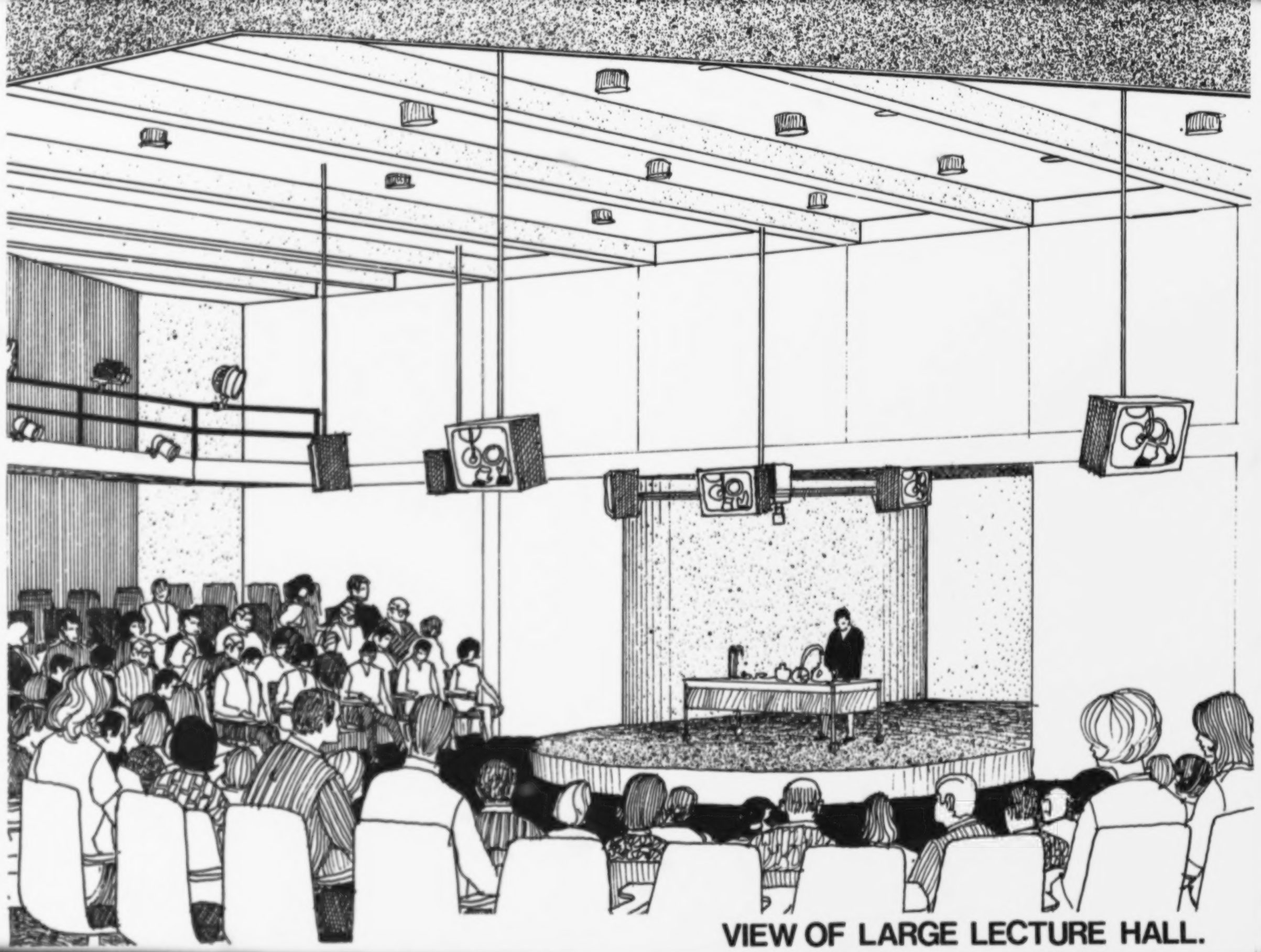
HOUSE UNIT 'A'

HOUSE UNIT 'B'

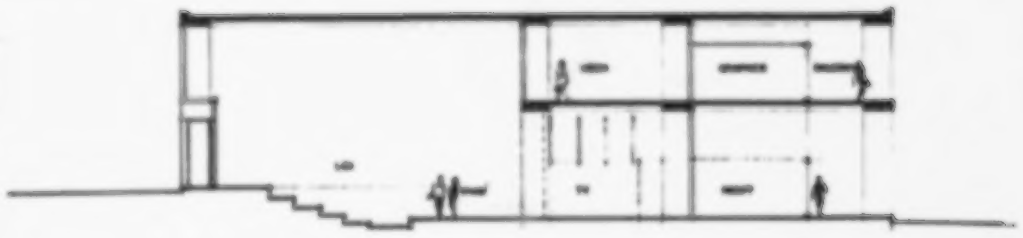
LECTURE CENTRAL

COLLEGE CENTER

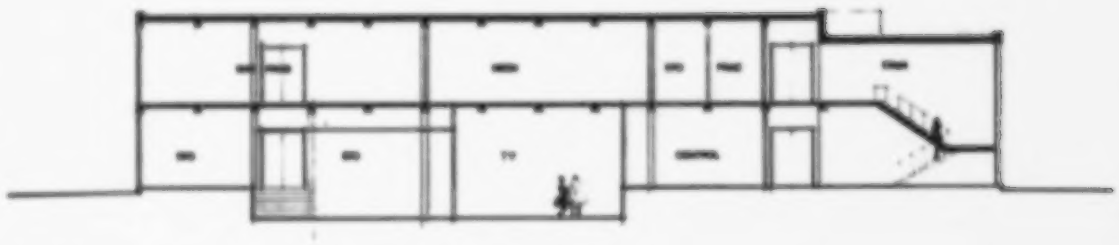
SFJC UPPER LEVEL



VIEW OF LARGE LECTURE HALL.



1 LECTURE

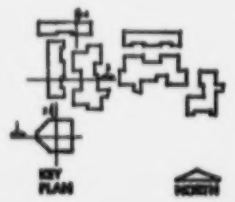


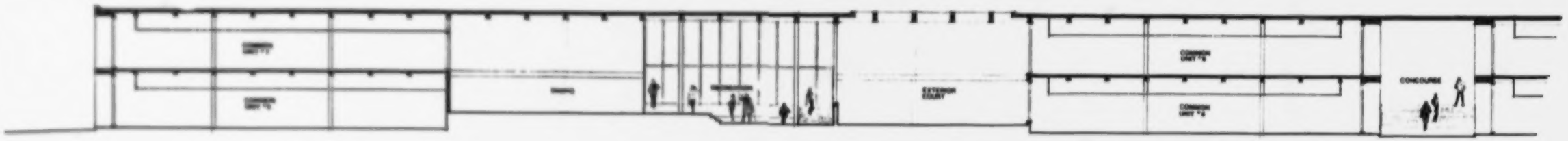
2 LECTURE

3 LAB UNIT / HOUSE

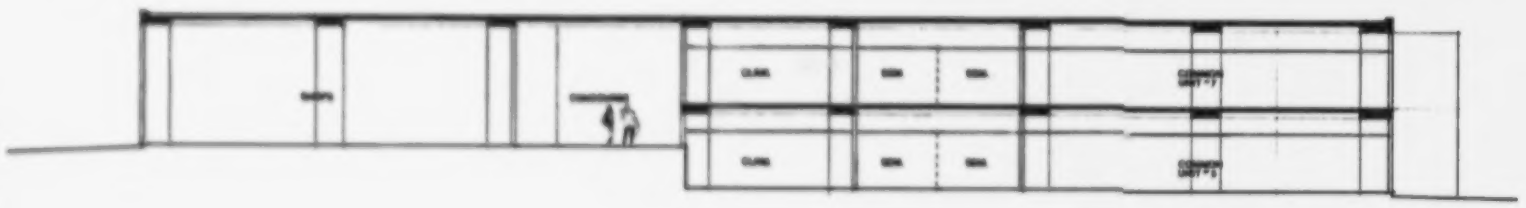
4 CENTRAL SERVICE

SFMC BUILDING SECTIONS

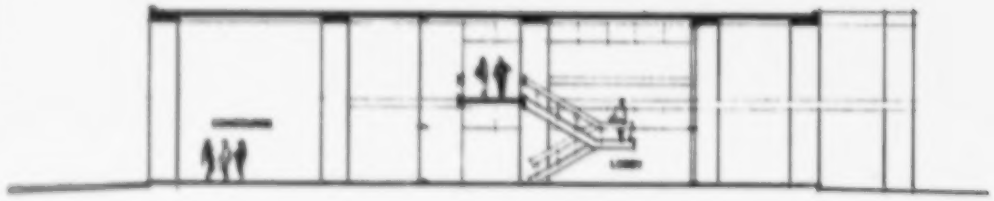




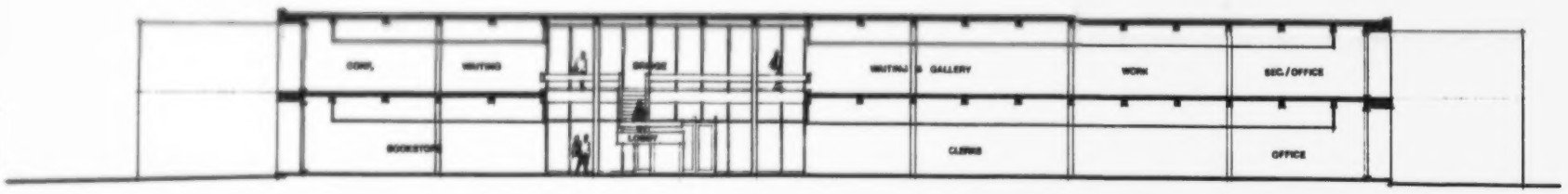
5 HOUSE 'B' / CONCOURSE



6 SHOPS / HOUSE 'B'



7 CONCOURSE / COLLEGE CENTER



8 COLLEGE CENTER

SFJC BUILDING SECTIONS